

# The School Plan for Student Achievement

**School:** Jose Antonio Vargas Elementary School  
**CDS Code:** 43-69591-0138750  
**District:** Mountain View-Whisman School District  
**Principal:** Vernorris Taylor  
**Revision Date:** November 7, 2019

The School Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students. California Education Code sections 41507, 41572, and 64001 and the federal Elementary and Secondary Education Act (ESEA) require each school to consolidate all school plans for programs funded through the ConApp and ESEA Program Improvement into the SPSA.

For additional information on school programs and how you may become involved locally, please contact the following person:

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**The District Governing Board approved this revision of the SPSA on November 7, 2019.**

## School Vision and Mission

### Jose Antonio Vargas Elementary School's Vision and Mission Statements

Our Mission at Jose Antonio Vargas Elementary School is We inspire, prepare and empower every student.

Our Vision is Every student, family, staff and community member is engaged and committed to learning in a collaborative, diverse and innovative partnership.

## School Profile

Jose Antonio Vargas Elementary is located in the city of Mountain View, a suburban community of 75,000 in the Silicon Valley, approximately 35 miles south of San Francisco. It is part of the Mountain View Whisman School District that serves nearly 5,000 students in nine elementary schools and two middle schools. Jose Antonio Vargas Elementary is a K-4 school with an enrollment in September 2019 of 293 students. In Kindergarten and 1st grade, there are three classes and grades 2-4 have two classes. Our staff team has 12 regular classroom teachers, 1 STEAM (Science, Technology, Engineering, Art, Mathematics) teacher, 1 Resource/Special education teacher, an instructional coach, a principal, and 10 classified support staff. Every classroom has one-to-one Chromebooks and projection TVs. 2019-2020 is the first year for Jose Antonio Vargas Elementary School.

### Goal 1 - Student Achievement: English Language Arts 2019-20

Goal:

By June 2020, Jose Antonio Vargas Elementary School will establish a baseline of 80% of students meeting or exceeding standards in English Language Arts as measured by CAASPP (3-4)

Language Arts Key Strategies:

- A. Building a scope and sequence K-12 for key standards in ELA
- B. Use common formative and summative assessments to drive instructional decisions to meet the needs of all students
- C. Provide RTI strategic interventions to support all students
- D. Provide engaging STEAM opportunities (integrating science and literacy)
- E. Implement SIOP features

### Goal 2 - Student Achievement: Mathematics 2019-20

Goal:

By June 2020, Jose Antonio Vargas Elementary School will establish a baseline of 77% of students meeting or exceeding standards in Math as measured by CAASPP (3-5)

Mathematics Key Strategies:

- A. Implement Best practices around Eureka Math
- B. Use common benchmarks and, formative and summative assessments to drive instructional decisions to meet the needs of all students
- C. Implement SIOP features

### Goal 3 - Closing the Achievement Gap 2019-20

Goals:

3.1 By June 2020, Jose Antonio Vargas Elementary School reduce number of current students at Risk of being Long-Term English Learning (LTEL) by 30%

3.2 By June 2020, Jose Antonio Vargas Elementary School will establish a baseline of 80% of RFEP (reclassified fluent English proficient) students meeting or exceeding standards in English Language Arts as measured by CAASPP in grades 3-4

3.3 By March of 2020, 80% of English learners that score a level 4 on the ELPAC (7 of 9 students) will reclassify or maintain a 4 on the ELPAC

Closing the Achievement Gap Key Strategies:

- A. Establish best practice for ELD for Vargas Elementary

B. Implement the following Sheltered Instruction Observation Protocol (SIOP) elements in all classrooms:

1. Language Objectives supported during lesson delivery
2. Activities provided for students to apply content and language knowledge in the classroom
3. Activities integrate all language skills (reading, writing, listening, and speaking)

C. Provide interventions for English Learners

D. Provide engaging STEAM opportunities (integrating science and literacy)

Goal 4 - Human Capital 2019-20

Goal:

By June 2020, teachers will work as a Professional Learning Community team to complete at least 6 formative assessment cycles.

Key Strategies:

A. Provide professional development for PLC

B. Establish a routine of providing Common assessments and analyzing data for RTI/STEAM

Goal 5 - Supportive and Inclusive Culture 2019-2020

Goal:

5.1 By June 2020 the average attendance percentage for the school be at or above 97%.

5.2 By June 2020, we will have fewer than 3 suspensions.

Key Strategies:

A. Research, develop, and implement Positive Behavior recognition system

B. Establish a School-Wide Behavior Expectations

C. Establish and maintain positive home-school connection

## Comprehensive Needs Assessment Components

### Data Analysis

Please refer to the School and Student Performance Data section where an analysis is provided.

### Analysis of Current Instructional Program

In conjunction with the needs assessments, the categories below may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

### Standards, Assessment, and Accountability

1. Use of state and local assessments to modify instruction and improve student achievement

All staff use the adopted materials for ELA/ELD (Benchmark Advance) and for Math (Eureka Math). Supplemental materials that are standards-aligned are used as necessary. Students are assessed on the grade level standards at the end of each trimester using district assessment and throughout each unit of instruction using common formative assessments. The principal, the school leadership team, the grade level teams, and the whole staff analyze data in order to make necessary changes in the allocation of resources.

2. Use of data to monitor student progress on curriculum-embedded assessments and modify instruction

Teachers at Jose Antonio Vargas Elementary regularly review data from curriculum-embedded assessments and benchmark assessments during weekly collaboration meetings and grade level release days. Based on data, instruction is modified through strategies such as reteaching, small group instruction, blended learning, and RTI. RTI at Jose Antonio Vargas means targeted instruction in language arts through “Second Chance Teaching”. Towards the end of each 3-5 week unit, students are assessed for their level of understanding. Based on the assessment, students are placed into a Second Chance Teaching group—either to receive additional instruction so that they can master that unit’s standards, or additional instruction and enrichment so that they can delve deeper into the unit’s standards. One full-time science teacher provides two periods of hands-on Science while the classroom teacher provides two periods of Second Chance Teaching with their classroom each week, for both enrichment and intervention for students. By the end of each week, each Jose Antonio Vargas student will have participated in daily first initial teaching in language arts and two periods of Second Chance Teaching with their classroom teacher, and two periods of science.

Teachers at Vargas also utilize technology resources to support students at all levels of learning. Programs like Zearn, iReady, and Reading A-Z, provide student specific instruction and feedback to students and teachers.

Additionally, teachers will meet quarterly to do progress monitoring. At this time, teachers will work with resource specialist, school psychologist, and principal to talk about interventions and next steps for supporting students.

Staffing and Professional Development

3. Status of meeting requirements for highly qualified staff (ESEA)

Based on the new laws associated with the Every Student Succeeds Act and California’s new state assignment accountability system, Districts must identify the number of teachers that are in the following categories: 1. Misassigned (teaching without the appropriate credential) 2. Out of Field (teaching with a limited permit) 3. Ineffective (has taught less than 3 years). Vargas Elementary school has no misassigned teachers, no out of field teachers, and 7 teachers in their first two years of teaching. All other teachers are considered “highly qualified”. Vargas School is the District’s newest school and opened in August 2019.

Jose Antonio Vargas currently has 6 teachers that are participating in the teacher induction program, which is a partnership between the District and the Santa Cruz Silicon Valley New Teacher Project.

4. Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches)

Jose Antonio Vargas has a half-time instructional coach who assists all teachers in implementing school-wide initiatives, as well as providing support to each teacher on their individual professional growth needs and goals. New to the district teachers meet bi-weekly with instructional coach. All teachers use the coach for in-class observation at least once a trimester. Teachers who are in their first two years of teaching also receive the support of a New Teacher Induction mentor teacher. There are currently six teachers that are participating in the new teacher induction program. The District partners with the Santa Cruz Silicon Valley New Teacher Center to support new teachers. The teachers that are part of this program receive additional professional development and coaching, as well as support to clear their preliminary credential.

The District Educational Services department coordinates the staff development plan. Six professional days are planned annually to update and extend adult learning. The emphasis continues to be the implementation of the California State Standards (CSS): knowledge of each grade level’s standards, and instructional strategies that ensure building and applying knowledge in all content areas.

Jose Antonio Vargas provides ongoing professional development during staff meetings.

5. Teacher collaboration by grade level (kindergarten through grade eight [K–8]) and department (grades nine through twelve)

Each Thursday, students are released early and teacher teams collaborate on effective instructional strategies, targeting essential standards, and implementation of programs. Each teacher team also has release days throughout the year to plan as a team.

## Opportunity and Equal Educational Access

### 6. Services provided by the regular program that enable underperforming students to meet standards

At Jose Antonio Vargas Elementary School, all students have the opportunity to be successful. In all of our classrooms, teachers use research-based educational practices to ensure students attain academic success. Teachers regularly monitor students' progress to identify students who are struggling to attain grade level standards and those who have already mastered standards. In order to assist these students, teachers use the resources available in the SBE-adopted instructional materials. Students who are performing below grade level in reading are provided services by classroom teachers during the Second Chance Teaching (RTI) block. Students who are struggling in math or language arts are offered the opportunity to attend after school tutoring.

## Parental Involvement

### 7. Resources available from family, school, district, and community to assist under-achieving students

The parents of Jose Antonio Vargas Elementary School are an integral part to student success. Parents participate in committees and events such as School Site Council, Parent Teacher Association, English Learner Advisory Committee, Principal Coffees, Back to School Night, Open House, Scholastic Book Fair, Monday morning assemblies (Golden Ticket Assemblies), Family Events (Science and Math Nights, Monster Bash), Read-a-thon, and parent-teacher-student conferences. Teachers and the School and Community Engagement Facilitator (SCEF) reach out to parents of students who are struggling to provide them with additional resources. The SCEF conducts regular home visits of targeted families. Several school personnel are bilingual and help interpret to enable our Spanish-speaking parents to participate in school activities and to communicate with school staff. We offer Spanish translation for parent-home communication.

### 8. Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

School Site Council meets monthly and reviews implementation of the goals, strategies, and expenditures identified in this School Plan.

English Learners Advisory Committee meets monthly to advise the principal, school staff, and the School Site Council on programs and services for English Learners.

## Funding

### 9. Services provided by categorical funds that enable underperforming students to meet standards

Jose Antonio Vargas Elementary School's School Site Council evaluates the progress of our students and allocates funds to help underperforming students meet state standards. At Jose Antonio Vargas, funds are used to provide literacy intervention, provide additional tutoring and enrichment opportunities outside of the instructional day, purchase additional materials and supplies, acquire additional technology equipment and programs, and help improve parental engagement. Professional development and planning time for staff are also a significant expense. Jose Antonio Vargas also receives donations through the Parent Teacher Association to support school day and after school enrichment programs. Jose Antonio Vargas Elementary School does not receive Title 1 funding.

## **Description of Barriers and Related School Goals**

At Jose Antonio Vargas we strive to meet the needs of all students both academically and socially. We believe that it is our moral imperative to ensure that all students achieve at high levels. The barriers that we face when reaching our school goals are addressing the needs of our socioeconomically disadvantaged students that started school under prepared for kindergarten. The socioeconomically disadvantaged population at Jose Antonio Vargas is around 20 percent. In general, English learner students at Jose Antonio Vargas have reclassified in kindergarten, first, and second grade which indicates that most students language needs were met. There are relatively small numbers of English learners in each class. Having fewer students make doing rotations with English learner students for English language development not efficient across each grade level. However, most teachers teach

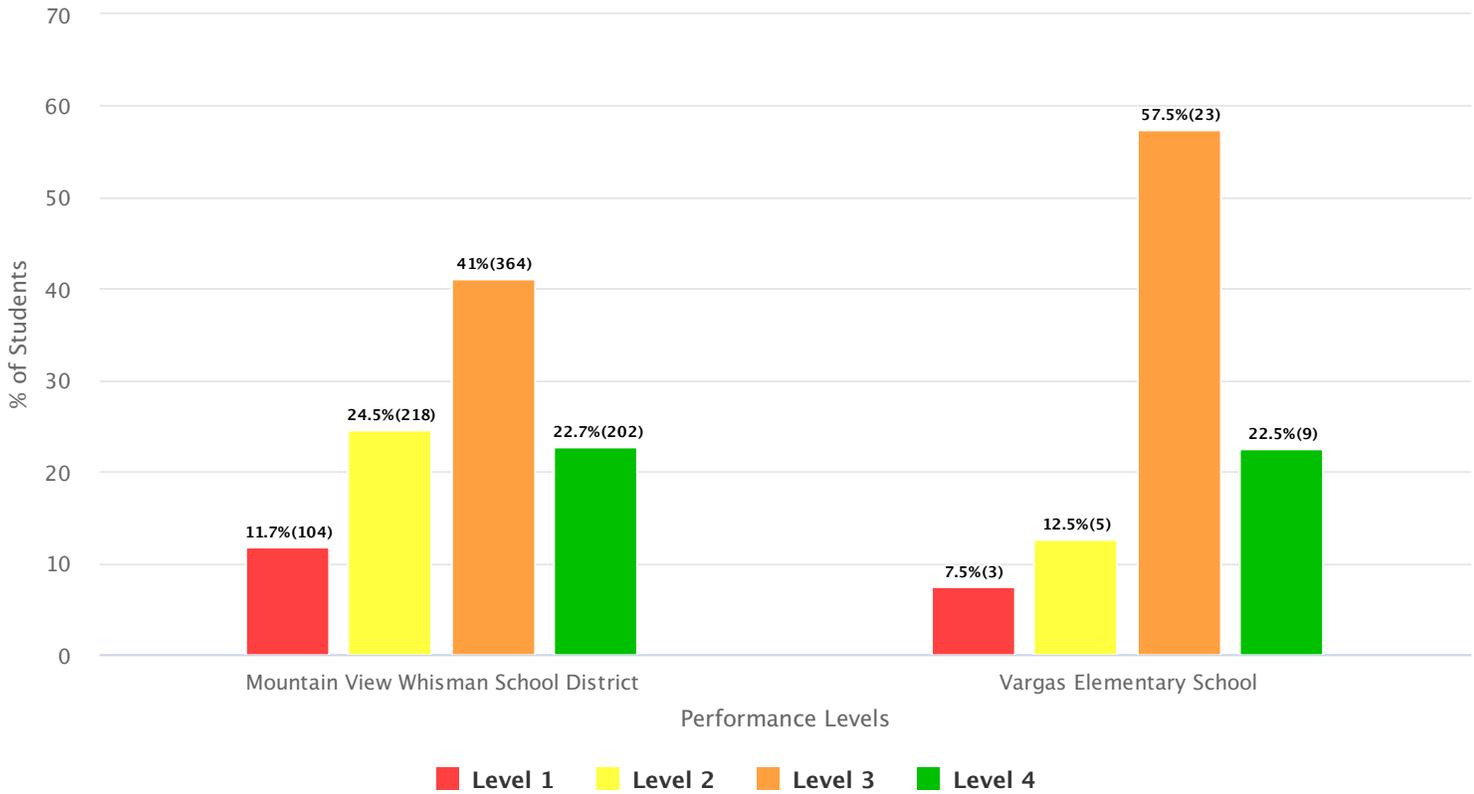
English Language Development within their classrooms in small groups or with individual students. An additional barrier to reaching our goals is that we are starting out without any established systems. Similarly, 6 of our teachers are new to the teaching profession.

We have the attitude that every student that comes onto our campus deserves to have a quality education, regardless of their English language, special education, or socioeconomic status. We provide strategic support for our students who are below grade level in math and language arts and enrichment opportunities (art, music, after school enrichment, inquiry learning) for every student. Our master schedule is built so that every student will participate in initial first teaching with a dedicated intervention block so students do not miss out on core instruction. Additionally, Designated ELD time does not overlap with first teaching of core content. Our funding is implemented to support our teachers' professional development, to provide additional supports to support students' English language acquisition, and to celebrate target student successes.

<b>Vargas Demographics K4</b>	<b>2019-20</b>
Enrollment	293
Asian	89
Hispanic/Latino	60
White	115
Students with Disabilities	27
English Learners	42
SocioEconomically Disadvantaged	66

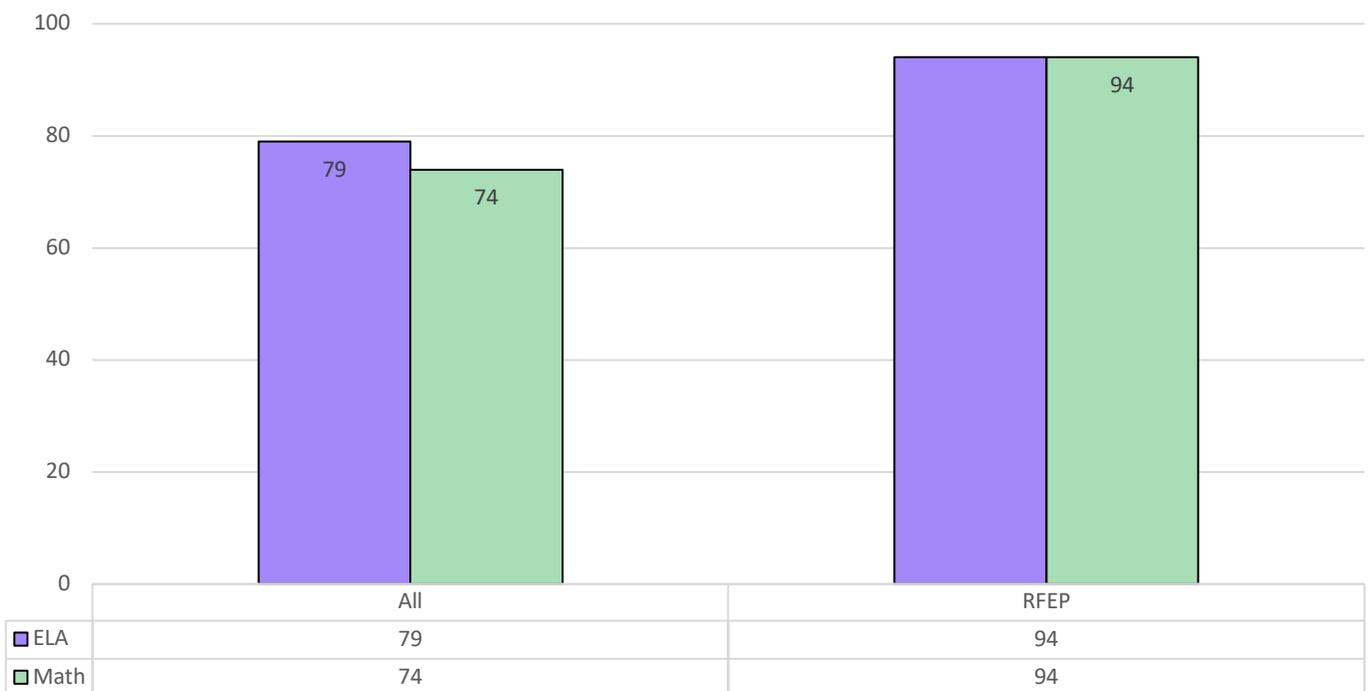
<b>Vargas Demographics for students in grades 3-4</b>	<b>2019-20</b>
English Learners	22
Reclassified Fluent English Proficient	28
SocioEconomically Disadvantaged	29
Students with Disabilities	12
Asian	22
Hispanic/Latino	35
White	39
Total Enrollment	108

## English Language Proficiency Assessments for California (ELPAC) 18-19



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### Vargas CAASPP Data Based on 2019-20 enrollment



## Planned Improvements in Student Performance

### School Goal #1

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

<b>SUBJECT: Student Achievement</b>
<b>LEA/LCAP GOAL:</b>
Goal 3: Provide a broad course of study to ensure that all students are prepared for high school with the academic skills and mindset necessary for successful citizenship in the 21st century.
<b>Strategic Plan</b>
Goal 1: Every student will be prepared for high school and 21st Century citizenship.
<b>SCHOOL GOAL #1:</b>
Goal #1 - Academic Achievement Goal: English Language Arts By June 2020, Jose Antonio Vargas Elementary School will establish a baseline of 80% of students meeting or exceeding standards in English Language Arts as measured by CAASPP grades 3 and 4.  Language Arts Key Strategies: A. Building a scope and sequence K-12 for key standards in ELA B. Use common formative and summative assessments to drive instructional decisions to meet the needs of all students C. Provide RTI strategic interventions to support all students D. Provide engaging STEAM opportunities (integrating science and literacy) E. Implement SIOP features
<b>Data Used to Form this Goal:</b>
CAASPP scores District assessments (benchmark, writing) Administration observations
<b>Findings from the Analysis of this Data:</b>
Jose Antonio Vargas is a new school. While some data is available, 2019-20 is a baseline year.

**How the School will Evaluate the Progress of this Goal:**

Administrators and instructional coaches provide weekly feedback to teachers  
 Analyze benchmark/assessment data  
 Monitor progress of targeted students  
 Administrator attend PLC meetings  
 Administrator meet with instructional coach to discuss implementation of site and district initiatives and plan next steps  
 Adjusted pacing guides

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Scope and Sequence: Provide additional Release Days for instructional planning	One per Trimester	Administrator	Release Day (number of days Can be reduced if not fully funded)	1000-1999: Certificated Personnel Salaries	TSSP	2790
Scope and Sequence: Provide professional Development for ELA	August-May	Administrator, teachers, instructional Coach	no extra cost to site			
Scope and Sequence: Adhere closely to district-wide pacing guides for ELA"	August-May	teachers	no extra cost to site			
Scope and Sequence: provide ongoing coaching in using a variety of components from Benchmark Advance "	August-May	coach and teachers	no extra cost to site			
Data Analysis: Design and organize common formative assessments	August-May	coach and teachers	no extra cost to site			
Data Analysis: Administer formative and summative assessments	August-May	teachers	no extra cost to site			
Data Analysis: Analyze data from benchmarks, observations, and feedback and revise plan as needed	August-May	Administrator, teachers, instructional Coach	no extra cost to site			
Data Analysis: Implement new or revised strategies based on revision of plan	August-May	Administrator, teachers, instructional Coach, School Site Council	no extra cost to site			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Data Analysis: Conduct progress monitoring using data from common formative assessment, Benchmark assessments and feedback from walkthroughs	Conduct quarterly sessions with grade level teams	Administrator, teachers, instructional Coach	Substitutes	1000-1999: Certificated Personnel Salaries	TSSP	2000
			After school Meetings	1000-1999: Certificated Personnel Salaries	TSSP	700
RTI: Provide professional development to teachers in I-Ready	August-November	District Office and Site Administrator	no extra cost to site			
RTI: Administer diagnostic test to all students and analyze data and adjust instruction.	August, December and May	teachers	no extra cost to site			
RTI: Purchase I-Ready classroom instruction	August	administrator	District expense			
RTI: Purchase Resources and materials for ELA to support enrichment for advanced Language arts instruction	August-May	administrator	Supplemental ELA materials (If budget allows)	4000-4999: Books And Supplies	TSSP	1980
			Supplemental ELA materials	4000-4999: Books And Supplies	Donations - PTA	5000
RTI: Design and Implement Enrichment for ELA in collaboration with instructional coach .	August-May	Coach and teachers	no extra cost to site			
SIOP: Provide professional development to teachers in SIOP throughout the year	August-May	administrator and coach	no extra cost to site			
SIOP: Implement Sheltered Instruction Protocol (SIOP)	August-May	school staff	no extra cost to site			
SIOP: Conduct weekly walk-throughs and provide feedback and coaching to teachers on SIOP	August-May	Administrators and coach	no extra cost to site			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>STEAM: Provide dedicated STEAM instruction to all students aligned to NGSS.</p> <p>STEAM: Science is Elementary (SiE) provides Professional Development and coaching to support STEAM integration</p>	August-May	STEAM teacher, Science is Elementary, classroom teachers, and administrator	no extra cost to site			
STEAM: Purchase STEAM materials and resources	August-May	Administrator		4000-4999: Books And Supplies	Science Equipment Elementary	1500
Ensure students have access to school materials and supplies for classroom instruction and professional development for teachers Throughout the school year	August-May	administrator		4000-4999: Books And Supplies	School Allocation	9379.5

## Planned Improvements in Student Performance

### School Goal #2

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

<b>SUBJECT: Student Achievement</b>
<b>LEA/LCAP GOAL:</b>
Goal 3: Provide a broad course of study to ensure that all students are prepared for high school with the academic skills and mindset necessary for successful citizenship in the 21st century.
<b>Strategic Plan</b>
Goal 1: Every student will be prepared for high school and 21st Century citizenship.
<b>SCHOOL GOAL #2:</b>
By June 2020, Jose Antonio Vargas Elementary School will establish a baseline of 77% of students meeting or exceeding standards in Math as measured by CAASPP grades 3 and 4.  Mathematics Key Strategies · A. Implement Best practices around Eureka Math B. Use common benchmarks and, formative and summative assessments to drive instructional decisions to meet the needs of all students C. Implement SIOP features
<b>Data Used to Form this Goal:</b>
CAASPP District assessments Administration observations
<b>Findings from the Analysis of this Data:</b>
Jose Antonio Vargas is a new school. While some data is available, 2019-20 is a baseline year.
<b>How the School will Evaluate the Progress of this Goal:</b>
Administrators and instructional coaches provide weekly feedback to teachers Analyze benchmark/assessment data Monitor progress of targeted students Administrator attend PLC meetings Administrator meet with instructional coach to discuss implementation of site and district initiatives and plan next steps Adjusted pacing guides

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Best Practices: Provide professional Development in Eureka Math	August-May	Administrator and coach				
Best Practices: Provide additional Release days for instructional planning	quarterly	Administrator	Teacher Release Day (number of days Can be reduced if not fully funded)	1000-1999: Certificated Personnel Salaries	TSSP	2790
Best Practices: All teachers participate regularly in instructional coaching"	August-May	Coach and teachers				
Data Analysis: Design and organize common formative assessments	August-May	Coach and teachers				
Data Analysis: Administer formative and summative assessments	August-May	teachers				
Data Analysis: Analyze data from benchmarks, observations, and feedback and revise plan as needed	August-May					
Data Analysis: Implement new or revised strategies based on revision of plan	August-May	Administrator, teachers, School Site Council				
Data Analysis: Conduct progress monitoring using data from common formative assessment, Benchmark assessments and feedback from walkthroughs	Conduct quarterly sessions with grade level teams	Administrator, teachers, instructional Coach	Substitute	1000-1999: Certificated Personnel Salaries	TSSP	2000
			After school Meetings	1000-1999: Certificated Personnel Salaries	TSSP	500
SIOP: Provide professional development to teachers in SIOP throughout the year	August-May	Teachers, Administrator and Coach				
SIOP: Implement Sheltered Instruction Protocol (SIOP)	August-May	Administrator and coach				
SIOP: Conduct weekly walk-throughs and provide feedback and coaching to teachers on SIOP	August-May	Administrator				

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Ensure students have access to school materials and supplies for classroom instruction and professional development for teachers	August-May	Administrator	Materials and Resources	4000-4999: Books And Supplies	School Allocation	9379.5

## Planned Improvements in Student Performance

### School Goal #3

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

<b>SUBJECT: Closing the Achievement Gap</b>
<b>LEA/LCAP GOAL:</b>
Goal 2: Increase achievement for all students and accelerate learning outcomes for English Language Learners, low-income students, and other target groups to close the achievement gap.
<b>Strategic Plan</b>
Goal 2: Achievement gaps will be eliminated for all student groups in all areas.
<b>SCHOOL GOAL #3:</b>
3.1 By June 2020, Jose Antonio Vargas Elementary School reduce number of current students at Risk of being Long-Term English Learning (LTEL) by 30% 3.2 By June 2020, Jose Antonio Vargas Elementary School will establish a baseline of 80% of RFEF (reclassified fluent English proficient) students meeting or exceeding standards in English Language Arts as measured by CAASPP in grades 3-4 3.3 By March of 2020, 80% of English learners that score a level 4 on the ELPAC will reclassify or maintain a 4 on the ELPAC (7 of 9 students).
Closing the Achievement Gap Key Strategies: · A. Establish best practice for ELD for Vargas Elementary B. Implement the following Sheltered Instruction Observation Protocol (SIOP) elements in all classrooms: 1. Language Objectives supported during lesson delivery 2. Activities provided for students to apply content and language knowledge in the classroom 3. Activities integrate all language skills (reading, writing, listening, and speaking) C. Provide interventions for English Learners D. Provide engaging STEAM opportunities (integrating science and literacy)
<b>Data Used to Form this Goal:</b>
CAASPP, District Benchmarks, Reclassification Rates, Long Term English Learner Percentage Rates
<b>Findings from the Analysis of this Data:</b>
Jose Antonio Vargas Elementary is a new school. While some data is available, this is a baseline year.
<b>How the School will Evaluate the Progress of this Goal:</b>
CAASPP, District Benchmarks, EL Progress Monitoring, Curriculum Embedded Assessments, Reclassification

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Best Practice: Provide additional Release Days for instructional planning	Quarterly	Administrator	Release Day (budgeted as part of ELA/Math)	1000-1999: Certificated Personnel Salaries	TSSP	0
Best Practice: Provide professional Development for ELD	August-May	Administrator, teachers, instructional Coach	Release Day (Included in the	1000-1999: Certificated Personnel Salaries	TSSP	0
			AfterSchool Meeting/trainings	1000-1999: Certificated Personnel Salaries	School Allocation	751
Best Practice: provide ongoing coaching in ELD and SIOP	August-May	Coach and teachers	no extra cost to site			
SIOP: Professional Development in Sheltered Instruction Observation Protocol (SIOP) for all teachers. Continued Professional Learning throughout the year during staff meetings and site development days.	August-May	Administrator, Teachers, Instructional Coach	no extra cost to site			
SIOP: Implementation of 3 features in SIOP Instruction: (1) Language Objectives supported during lesson delivery (2)Activities provided for students to apply content and language knowledge in the classroom (3) Activities integrate all language skills (reading, writing, listening, and speaking)	August-May	Teachers	no extra cost to site			
Interventions: Provide small group instruction to target groups	August-May	Teachers				
Interventions: Purchase Reading A-Z/Razkids ELL edition	September	Administrator	Reading A-Z/Razkids license	4000-4999: Books And Supplies	TSSP	1600

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Interventions: Implement after school support for targeted subgroups and monitor student progress. Collect attendance records, and track impact on assessments	August-May	Administrator, Teachers, SCEF	Certificated Teacher support (if there is enough funding)	1000-1999: Certificated Personnel Salaries	TSSP	4040
Interventions: Conduct EL and RFEP progress monitoring using district benchmarks, common formative assessments and feedback from walkthrough. Make adjustments to support students as needed.	August-May	Administrator, Teachers, SCEF	no extra cost to site			
Interventions: Implement new or revised strategies based on review and revision of plan	August-May	Administrator, Teachers, Instructional coach	no extra cost to site			
STEAM: Integrate STEAM and literacy	August-May	Teachers	no extra cost to site			
STEAM: Science is Elementary (SiE) provides Professional Development and coaching to support STEAM integration	August-May	Administrator, Teachers, Science is Elementary	no extra cost to site			
Analyze data from benchmarks, observations, and feedback and revise plan as needed	Ongoing	Administrator, Teachers, School Site Council	no extra cost to site			

## Planned Improvements in Student Performance

### School Goal #4

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

<b>SUBJECT: Human Capital</b>
<b>LEA/LCAP GOAL:</b>
Goal 1: Ensure that all students have access to equitable conditions of learning by providing and investing in highly qualified teachers, leaders, and staff; well-maintained facilities and equipment; and standards-aligned instructional materials and resources in a fiscally responsible manner.
<b>Strategic Plan</b>
Goal 4: Mountain View Whisman School District will invest in teachers, leaders and staff to ensure we are the place talented educators choose to work.
<b>SCHOOL GOAL #4:</b>
By June 2020, teachers will work as a Professional Learning Community team to complete at least 6 formative assessment cycles.
Key Strategies: A. Provide professional development for PLC B. Establish a routine of providing Common assessments and analyzing data for RTI/STEAM
<b>Data Used to Form this Goal:</b>
This is a baseline year for Vargas.
<b>Findings from the Analysis of this Data:</b>
This is a baseline year for Vargas.
<b>How the School will Evaluate the Progress of this Goal:</b>
CAASPP, District Assessments, Professional development

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Provide professional development on the characteristics of a PLC and formative assessment cycles.	August-June	Administrator, Teachers, Instructional Coach	extra hours	1000-1999: Certificated Personnel Salaries	School Allocation	500

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Teachers collaborate with their job alike partners to implement at least 6 formative assessment cycles.	August-June	Teachers	No extra cost to site			
Teachers implement instructional practices based on formative assessment cycle focusing on our student subgroups.	August-June	teachers	No extra cost to site			
Administrator to join teachers collaboration meetings in order to conduct progress monitoring of formative assessment cycles	August-June	Administrator, Teachers,	No extra cost to site			
Implement system for keeping track of data and interventions	August-June	Administrator, Teachers, Instructional Coach	No extra cost to site			
Analyze data from benchmarks, observations, and feedback and revise plan as needed to support academic challenge and support for all students	August-June	Administrator, Teachers, School Site Council	No extra cost to site			
Provide professional learning on following topics Rigor Differentiation ELD (Designated/integrated) Practices ELA Standards Math Strategies	August-June	Administrator	extra hours	1000-1999: Certificated Personnel Salaries	School Allocation	500

## Planned Improvements in Student Performance

### School Goal #5

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

<b>SUBJECT: Inclusive, Supportive Culture Goal</b>
<b>LEA/LCAP GOAL:</b>
Goal 4: Ensure a safe, healthy, and respectful District and school environment to increase engagement, involvement, and satisfaction of students, staff, parents, and community members.
<b>Strategic Plan</b>
Goal 3: Build engaging and positive interactions among students, staff, parents and the community ensuring that everyone will feel welcomed and included in the educational process
<b>SCHOOL GOAL #5:</b>
5.1 By June 2020 the average attendance percentage for the school be at or above 97%. 5.2 By June 2020, we will have fewer than 3 suspensions. Key Strategies: A. Research, develop, and implement Positive Behavior recognition system B. Establish a School-Wide Behavior Expectations C. Establish and maintain positive home-school connection"
<b>Data Used to Form this Goal:</b>
District-wide Suspension Data from 2018-2019, District-wide Data Data 2018-2019
<b>Findings from the Analysis of this Data:</b>
This is a baseline year for Vargas
<b>How the School will Evaluate the Progress of this Goal:</b>
Climate Survey, Attendance Review, Suspension Review

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Create positively stated school rules and expectations matrix for all common areas of the school. Continuously teach, rehearse, reinforce, and review expectations and rules.	July-June	Administrator, Teachers, Parents	no extra cost to site			
Increase positive recognition of Vargas Way and attendance throughout the school year	August - June	Administrator, Teachers, Classified, Parents	Rewards, incentives	4000-4999: Books And Supplies	Donations - General	200
Home visits to families of students who are "chronically absent" (more than 10% of school days)	August - June	Administrator and SCEF	no extra cost to site			
Implement strategies to make all students feel valued, respected and known (connection to Project Cornerstone)	August - June	Administrator and Teachers	no extra cost to site			
Implement monthly digital citizenship lessons	August - June	teachers and administrator	no extra cost to site			
Monthly Principal's Coffees with focus on communicating progress on site initiatives, building community, and parent education	August - June	Administrator	no extra cost to site			
Translation of letters and communication to parents regarding student progress	August - June	Teachers, secretary, administrator	Interpreter	5000-5999: Services And Other Operating Expenditures	TSSP	1000
Parent Education nights	Quarterly	Administrator, SCEF	Food	4000-4999: Books And Supplies	Parent Engagement (PIQE/FEI/PU)	400
			Science night	5000-5999: Services And Other Operating Expenditures	Parent Engagement (PIQE/FEI/PU)	1280
			Additional Parent night (if fully funded)	5000-5999: Services And Other Operating Expenditures	Parent Engagement (PIQE/FEI/PU)	1897

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Provide a variety after-school enrichment opportunities for Vargas students	September-June	School Community	Materials	4000-4999: Books And Supplies	After School Enrichment	250
			Staff	1000-1999: Certificated Personnel Salaries	After School Enrichment	1340
			Programs	5000-5999: Services And Other Operating Expenditures	After School Enrichment	1340
Analyze data from benchmarks, observations, and feedback and revise plan as needed	Ongoing	Administrator, Teachers, School Site Council	no extra cost to site			
Teachers send home weekly Friday folders (in upper grades could be digital portfolio) containing student work. and monthly newsletters.	Weekly	Teaecher	no extra cost to site			
I-ready Report sent home to parents	Quarterly	School Staff	No extra cost			

## Summary of Expenditures in this Plan

### Total Allocations and Expenditures by Funding Source

Total Allocations by Funding Source		
Funding Source	Allocation	Balance (Allocations-Expenditures)
School Allocation	20,510	0.00
TSSP	19,400	0.00
After School Enrichment	2,930	0.00
Parent Engagement (PIQE/FEI/PU)	3,577	0.00
Science Equipment Elementary	1,500	0.00

Total Expenditures by Funding Source	
Funding Source	Total Expenditures
After School Enrichment	2,930.00
Donations - General	200.00
Donations - PTA	5,000.00
Parent Engagement (PIQE/FEI/PU)	3,577.00
School Allocation	20,510.00
Science Equipment Elementary	1,500.00
TSSP	19,400.00

## Summary of Expenditures in this Plan

### Total Expenditures by Object Type

Object Type	Total Expenditures
1000-1999: Certificated Personnel Salaries	17,911.00
4000-4999: Books And Supplies	29,689.00
5000-5999: Services And Other Operating Expenditures	5,517.00

## Summary of Expenditures in this Plan

### Total Expenditures by Object Type and Funding Source

Object Type	Funding Source	Total Expenditures
1000-1999: Certificated Personnel Salaries	After School Enrichment	1,340.00
4000-4999: Books And Supplies	After School Enrichment	250.00
5000-5999: Services And Other Operating	After School Enrichment	1,340.00
4000-4999: Books And Supplies	Donations - General	200.00
4000-4999: Books And Supplies	Donations - PTA	5,000.00
4000-4999: Books And Supplies	Parent Engagement (PIQE/FEI/PU)	400.00
5000-5999: Services And Other Operating	Parent Engagement (PIQE/FEI/PU)	3,177.00
1000-1999: Certificated Personnel Salaries	School Allocation	1,751.00
4000-4999: Books And Supplies	School Allocation	18,759.00
4000-4999: Books And Supplies	Science Equipment Elementary	1,500.00
1000-1999: Certificated Personnel Salaries	TSSP	14,820.00
4000-4999: Books And Supplies	TSSP	3,580.00
5000-5999: Services And Other Operating	TSSP	1,000.00

**Summary of Expenditures in this Plan**

**Total Expenditures by Goal**

<b>Goal Number</b>	<b>Total Expenditures</b>
<b>Goal 1</b>	23,349.50
<b>Goal 2</b>	14,669.50
<b>Goal 3</b>	6,391.00
<b>Goal 4</b>	1,000.00
<b>Goal 5</b>	7,707.00

## School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
vernorris Taylor	X				
Angela Bisbee		X			
Judy Levy		X			
Evelyn Tellez			X		
Jason Chi				X	
Lara Gill				X	
Angela Keating				X	
Laura Iraci				X	
<b>Numbers of members of each category:</b>	<b>1</b>	<b>2</b>	<b>1</b>	<b>4</b>	

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

## ELAC Membership

Name of ELAC Member	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Vernorris Taylor	X				
Beatriz Claas			X		
Karina Kessel				X	
<b>Numbers of ELAC Members of each category:</b>	<b>1</b>		<b>1</b>	<b>1</b>	

## Recommendations and Assurances

The school site council (SSC) recommends this school plan and Proposed Expenditure(s) to the district governing board for approval and assures the board of the following:

1. The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.
2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.
3. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan (**Check those that apply**):

X English Learner Advisory Committee



Signature

4. The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.
5. This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. This SPSA was adopted by the SSC at a public meeting on 10/2/2019.

Attested:

<u>Vernorris Taylor</u> Typed Name of School Principal	 Signature of School Principal	<u>10/2/19</u> Date
<u>Angela Keating</u> Typed Name of SSC Chairperson	 Signature of SSC Chairperson	<u>10/2/19</u> Date